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ABSTRACT

A mid-term evaluation of a five-year UNESCO project to establish a three-year Bachelor of Education degree, a one-year Bachelor of Teaching degree for students with degrees in other fields, and expand the number of secondary school teachers in Bhutan is described. The one-year program could not be evaluated because the first students will not graduate until 1986. Difficulties were encountered in keeping the training period to the three years desired by the government for the Bachelor of Education degree. There were also problems finding students who met the academic standards originally set by the project. Problems were also encountered in furnishing classrooms, the library, and laboratories, and in providing instructional materials. Recommendations were made for expediting the completion of facilities, providing administration after the UNESCO staff leaves, hiring teachers for the mathematics program, providing staff fellowships, and planning for outreach work in schools. High priorities include reorientation and reorganization of the Bachelor of Education degree toward inquiry-oriented and activity-based instruction, development of inservice education for teachers, and development of audiovisual workshops. (IS)

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# TEACHER EDUCATION FOR BHUTAN: THE NATIONAL INSTITUTE FOR EDUCATION AS AN INSTITUTION-BUILDING EFFORT

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March 1985

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## 1.0 INTRODUCTION

### 1.01 National Context of Education

With a population of some 1.2 million people, Bhutan is an isolated agricultural country in the initial stages of modernization. As may be seen in the table below, the educational sector is small and must undertake considerable expansion and development if goals for greatly expanded schooling are to be met.

General Bhutanese Education/April 1984+

| Type of Institution | No. | Students | | Teachers | |
|---|---|---|---|---|---|
| | | Nat. | Non-Nat | Nat. | Non-Nat |
| 1. Primary Schools | 141 | 31,837 | 2,374 | 622 | 398 |
| 2. Jr.High Schools | 22 | 11,734 | 955 | 177 | 204 |
| 3. Central Schools | 8 | 4,312 | 536 | 71 | 108 |
| 4. Junior College | 1 | 220 | 1 | 4 | 24 |
| 5. Degree College | 1 | 38 | - | | |
| Total | 173 | 48,141 | 3,866 | 874 | 734 |

Source : Education Statistics : April 1984 - Page 3

### 1.02 UNESCO/UNDP-Assisted Project

In 1975 UNDP-UNESCO began assistance to Bhutanese primary teacher training efforts. The Samchi Teacher Training Institute (TTI) was established to prepare first-level teachers for the fledgling national education system. This relationship was continued in 1981 when the Royal Government sought UNESCO assistance to expand the Samchi Teacher Training Institute into a National Institute of Education offering a B.Ed. degree for secondary teacher preparation as well as teacher in-service and related

+ Does not include 1,378 students in Monastic and religious schools, 738 in Vocational Technical Schools, or 191 in Tibetan Refugee Schools.

activities. The UNESCO phase two project seeks to help meet the critical shortage of secondary level teachers, to upgrade existing teachers, and to reduce the number of expatriate teachers. This Phase II covers a five year period from July 1981 to June 1986. As agreed in the Project Document, a Mid-Term Evaluation is required and will be presented in this report.

## 2.0 MID-TERM EVALUATION

### 2.01 Terms of Reference

2.01 As the terms of reference are included in their entirety in Annex I, only the major points need to be noted here. We understand our task to be essentially three-fold : to assess the extent to which original, or as modified, project goals have been reached; to identify key variables that have worked to advance or retard project goals; and to reformulate and focus project goals for the remaining 15 months of the project on the basis of lessons learned to date. A short plan of work presenting new project priorities and specific related activities for this final period will also be included. This concluding section of the report was developed in collaboration with the outgoing CTA, the new Director, the Principal, and the Assistant Director of Education.

### 2.02 Strategies for the Mid-Term Evaluation

2.02 Members of the evaluation team are ~~Dr.~~ Mr. G. N. Sharma, Unesco; Mr. Nima Wangdi, Department of Education, Royal Government of Bhutan; and Professor R. G. Paulston, UNDP/ University of Pittsburgh. The Team worked together in Bhutan from February 18 to March 1, and in New Delhi, March 2 & 3. Specific data gathering activities are listed in the schedule of Team Activities in Annex III and persons consulted in Annex II.

2.02.2 Methodology for the evaluation has been in large part dictated by time and resource constraints, as well as the difficulties of travel and communication within the area. While UNDP/NY suggested the use of an impact evaluation design, this has not been possible. This institution-building project is yet in a formative stage and the first graduates will go out into secondary school only after next June 1986. We have, however, included data on project impact at the local and regional levels where possible. This has to date been negligible.

2.02.3 For this mid-term evaluation we have used a discrepancy evaluation design where goals and outcomes are compared and contrasted+. Data collection methods include, in order of importance, structured interviews; direct observation of project activities; and document analysis. Interview data sources have been the six major stake holders in the project, i.e. Department of Education, UNESCO, UNDP, NIE administration, faculty, and students. The Team made every effort to collect data in a fair, objective, and open manner. Members of all stakeholder groups had free access to the team in addition to the scheduled interview sessions. The team in turn received exemplary co-operation from all stakeholder groups for which we are most appreciative.

## 3.0 FINDINGS AND RECOMMENDATIONS

### 3.01 B.Ed. Programme and Admissions

3.01.1 The project's central objectives are to assist in the establishment of three year course leading to a Bachelor of Education (B.Ed.) degree available for entrants who have successfully completed twelfth

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+ See P. H. Rossi, Evaluation : A Systematic Approach London : Sage 1979, pp 121-159

grade schooling, and a one-year course leading to a Bachelor of Teaching (B.T.) degree available for entrants who have already acquired Bachelors degrees in arts and science.

3.01.2 No action could be taken to establish the one year degree course, B.T., because no entrants, having bachelors degrees in arts and science were available for admission to this course. The necessary action to establish this course can only be taken in July 1986 when the first batch of graduates with B.A. and B.Sc. degrees passes out from Sherubtse Degree College, Kanglung.

3.01.3 The first batch of 22 students was admitted into the NIE B.Ed. course in July 1983. All of the students were those who passed Class XII. Five students dropped out in the first year and therefore, there are 17 students, i.e. 8 science and 9 arts, in the B.Ed. course in the second year 1984-85.

3.01.4 Despite government policy for a three year B.Ed, and without the knowledge of Unesco Headquarters, efforts were made to expand the B.Ed. course to B.A.,B.Ed./B.Sc.,B.Ed. It should be noted that most of the universities in the neighbouring countries and in other parts of the world take three years for B.A./B.Sc. course, and one year for B.Ed. course after grade XII or 'A' level.

3.01.5 All the six Unesco subject matter consultants who visited NIE during September-October 1984 found that the B.A. and B.Sc. components of the present NIE curriculum for B.Ed. course are virtually identical in level and content with those of a University in the region. Perhaps this has been done in an effort to obtain the recognition of a double degree B.A./B.Sc. and B.Ed. from a university.

in an effort to obtain the recognition of a double degree B.A./B.Sc. and B.Ed. from that - or a similar- university.

3.01.6 The duration of three years for a double degree B.A./B.Sc. and B.Ed. at NIE is considered inadequate. If this choice is pursued, the time required should be extended to four years. The fourth year may be a kind of internship year for the students in secondary schools, where they should be involved in practice teaching and independent study to produce curriculum and educational materials which may have direct relevence to their teaching work later in secondary schools. They should also at this time be introduced to possibilities for applied research projects where data from the field could be used to address if not resolve teaching problems. Applied research should be encouraged but not required as a valuable professional skill. The ~~Officiating~~ Director should secure professional educational journals from UNESCO and elsewhere where such research is reported and encourage publication of exemplar studies.

3.01.7 All of the Ist year and 2nd year students at NIE who were interviewed by the evaluation team expressed a preference for the double degree of B.A/ B.Sc. and B.Ed. They do not object if one additional year is added to the present three year course.

3.01.8. The Government of Bhutan is determined to stick to their original proposal to restrict the B.Ed. degree course to three years. However, if this is the case, then the syllabuses will have to be reviewed and revised to suit the requirements of preparing effective and better

then the syllabuses will have to be reviewed and revised to suit the requirements of preparing effective and better teachers for Bhutanese secondary schools in accordance with the latest National Education Policy.

3.01.9 In July 1984 the NIE could not find an adequate number of XII class leavers to admit into the B.Ed. course. Eventually, standards were lowered and thirteen students were admitted who had passed Class X and the two-year primary teacher training course. However, the three or four students for science course were those who passed Class XII. The mission was given to understand that the best students after Class XII prefer to go outside Bhutan, usually to India, to continue their higher studies. The second best group prefers to join the Sherubtse Degree College, and the students having the lowest marks in their Class XII are those available to the NIE. In view of this situation, the three-year B.Sc./B.A., B.Ed. course does not presently appear to be suitable for producing effective and competent teachers for secondary schools in Bhutan. The duration of three years is absolutely inadequate for a double degree sequence. Hence the Government of Bhutan, UNESCO and UNDP should take immediate decision about the duration and form of the course as a matter of overriding priority. The mission is in favour of a three-year B.Ed. degree course, recognized by the Government of Bhutan and closely co-ordinated through pre-service and in-service programs to the conditions of Bhutanese secondary schools. This single degree program is also suggested by the relatively low quality of instruction and student achievement. After the B.Ed. program is strengthened, a solid base will be in place. It is not now present.

3.01.10 In the meeting on Monday, the 25 February 1985 with the Director-General, Education Department, UNDP Resident Representative and others, it was reaffirmed that government policy calls for a three year ~~degree cou~~ B.Ed. course. The teachers, under training having passed B.Ed., will be treated as trained graduates and will be posted in secondary schools to teach at least two subjects. In view of this policy, the present syllabus should be immediately revised to suit the requirements of secondary schools. Besides pedagogy, the students should learn only two academic subjects in the final year. Emphasis should be placed to integrate pedagogy with subject contents of secondary schools to make the training relevent to the needs of secondary schools. The teachers under training should be trained in those teaching - learning methodologies which encourage "independent study" and "self-learning". Since the load of work on the students will now be reduced, it is suggested that the new approaches which are more activity-based and enquiry-oriented be introduced in the third year. There is far more scope to incorporate the above suggestions in the syllabuses of the B.Ed. first year, because these students will be for another two years at NIE.

3.02 Buildings

3.02.1 As an institution-building effort, the NIE project has required a fairly large construction program. The Royal Government agreed to finance this work in the project document of May 1981. Subsequently, the Government has been able to secure funds through UNESCO from Agfund and Norwegian Funds-in-Trust to the total amount of $ 1,306,000 dollars(US)

during the years 1983-1986. This has enabled construction to begin in late 1983.

3.02.2 While progress to date has been minimally acceptable, numerous serious obstacles have caused lengthy and frustrating delays. The Public Works Department is in charge of construction, but it is located far away in Thimphu and the site at Samchi is steep, remote, and difficult. The NIE project had little if any priority with the PWD and it has only been since the Director-General of Education visited and the UNESCO Associate Expert went to work last year that the pace of construction has quickened. There is now a good chance that all buildings planned will be completed by June 1986.

3.02.3 Continuing problems are the need to train contractors to keep records and accounts, the hilly terrain, the ~~eight months of~~ monsoon rains, and the total lack of construction materials at the site. The Unesco Associate Expert has nevertheless made excellent progress in moving the work and is in close collaboration with the new NIE Director. It should also be noted that construction delays have caused considerable hardships in setting-up science labs and fully implementing the science syllabuses, as well as severe over-crowding in the boys' hostel.

3.02.4 We now learn that all classrooms are scheduled for completion by March 1985; i.e., the boys' hostel by December 1985; all class I and II housing by August 1985; and all class IV housing, the dining hall and the auditorium by June 1986 when Unesco involvement is scheduled to end. The need now is for UNESCO Paris to act promptly on all requests for assistance. They have now become the critical element in completion of construction.

3.03 Equipment

3.03.1 The Unesco Chief Technical Adviser, BHU/80/016 prepared in February 1984 six copies of a modified version of equipment requisition No. IX. Because of one reason or the other, all the equipment as listed in the above requisition has still not been received by NIE. In seeking a solution, this matter has been discussed with the equipment division and Chief of Asia Division in Unesco Headquarters; with the Associate Programme Officer, UNDP, Thimphu; and with the Director, staff and Unesco CTA at NIE. But the matter was only resolved at the team's February 25 meeting at Thimphu with UNDP, Unesco and Department representatives.

3.03.2 The following three lists were examined at NIE, Samchi :

(i) for equipment received by NIE, but for which payment has not yet been made;

(ii) for equipment ordered by the CTA, but not supplied because of the lack of funds; and

(iii) for equipment which is needed as a matter of urgency and therefore, the orders should be placed immediately by the Unesco CTA.

3.03.3 In an isolated educational institution like NIE, Samchi where equipment is needed (a) for conducting experiments by students as an essential part of their syllabus, and (b) for demonstration by teachers during class teaching, it is not in the best interest of the academic work of the institution to delay the supply of such essential items. It is,

therefore, suggested that :

(a) A sum of Nu. 30,649.56 be reimbursed by UNDP to the Project BHU/80/016 for equipment purchased before February 1984. These items are included in requisition No. IX. These items were considered essential by CTA as soon as B.Ed. course was started in July 1983.

(b) A sum of Nu. 31,918.60 be released to make the payment to M/s Chowdhry Scientific Works who has supplied the equipment, but the bills are pending due to the non-availability of project funds. The copies of the eleven bills No. 2283-2293 dated 19.11.1984 were seen by the mission.

(c) A sum of about Nu. 25,950 be released for the items of equipment for which the order has already been placed by the CTA.

(d) A sum of Nu. 42,125 be released for equipment needed for the current session 1984-85.

(e) It is suggested that UNESCO may now authorize UNDP, Thimphu to release the sum of Nu. 1,30,643.16. This is in addition to the amount of Nu.1,32,597.00 which was released by UNDP, Thimphu in August 1984. According to the CTA this amount was used on the items of equipment purchased during earlier years, and the lists of equipment purchased and bills paid for have been submitted to UNESCO alongwith quarterly accounts. However, if the lists are not traceable, these can be obtained directly by UNESCO from the CTA.

(f) Apparently the CTA has purchased a number of items locally without authorization at his own

initiative. It is suggested that in future the CTA should follow UNESCO procedures and should obtain necessary authorization of specific items of equipment as required under rules.

(g) A new requisition No. X should now be prepared immediately. The reasons are as follows :

(i) It is more than one year since No. IX was prepared. Hence the needs for NIE have been changed.

(ii) There may be price changes.

(iii) Some of the items have been purchased by NIE and others will be purchased out of the sum of Nu. 42,125.

3.03.4 Science Laboratories : The physics and biology laboratories are now functioning in the new building which is still under construction. The chemistry laboratory is in the workshop building and there is no proper arrangement of running water, gas, etc. Nevertheless, the lecturers are doing a commendable job under difficult conditions. The additional equipment is necessary, and therefore required funds as suggested above should be released as soon as possible.

3.03.5 Teaching Aids Workshop : The workshop for the production of teaching aids for primary schools is in good shape. The Unesco Consultant who visited NIE Samchi during August-October 1983 assisted in the establishment of the workshop. Mr. Gautam Lahiri from Technical Teacher Training, Calcutta, who is in-charge of the workshop has recently joined the NIE. He has identified the need for more photographic

materials and other equipment, for building space for metal work, and for a graphic artist. Priority should be given to help pre-service and in-service teachers learn how to use local materials to produce teaching aids in all subjects and especially in science and mathematics. It will be too ambitious at this stage to attempt the mass production of teaching aids for the entire nation in view of restricted available funds and manpower. Instead, we recommend the development of prototype materials for use in NIE training programmes and for local schools. The demonstration primary school at NIE should be supplied with a set of teaching aids in science and other subjects to try them out in classroom situations.

3.03.6 Printing Press : This is an extremely useful facility which has only been partially developed. There are two off-set Gestetner printing machines. Equipment is lacking however for production of high quality originals of educational materials, for making plates, and for printing by off-set technique. The press requires machines like dampening rollers for offset 210, scanning machines, I.B.M.electric type writers, head liner, photocopier and screening attachments for offset master-plate maker. The services of a graphic artist are also badly needed. These items should be included in the requisition No. X. Priority should be given at NIE to develop curriculum and other educational materials for use in pre-service and in-service programs. At present, manual typewriters and cyclostyling machines can be used. It will also be useful to put the two Olympia electric typewriters which have been supplied by Unesco, in proper working order and to use them in

typing curriculum materials which have to be produced in large quantity.

3.03.7 Library : There is need for more text books and reference books in the library. Mr. U. T. Lama, the Librarian, underwent a training programs at NCERT New Delhi for a period of six months. The arrangements for the issue of books and cataloging should be completed. It is understood that a large number of books have been lost during the last few years in the open stack system used. It is, therefore, recommended that a library attendant be appointed immediately and the procedures for the control and issue of books should be reviewed and strictly followed.

3.03.8 The new library building will be completed soon. It is, therefore, necessary that an experienced librarian, preferably from the region be invited for two weeks to prepare the details of the furniture and other necessary items for the library. When these items have been purchased and the new library building is ready for occupancy, the same person should be invited for about two months to assist in setting up the library. In fact, there is a need of a senior librarian, who should be appointed at NIE as soon as possible. The NIE should explore possibilities to keep the library open in the evenings, after working hours, and on holidays, so that the students may have adequate opportunity to make use of the library. Until this is done, a place for quiet study should be provided in each dormatory.

3.04 Staff

3.04.1 The Director, NIE is assisted by six administrative staff members besides the Principal. These include the registrar, warden, librarian, lower division clerk, accountant and matron. Since NIE

requires a lot of work related to the development of curriculum materials and in-service education programs, it is recommended that following additional supporting staff be appointed :

| | | |
|---|---|---|
| (a) | Stenographer (attached to the Director) ... ... | 1 |
| (b) | Steno-typist (one for primary and another for secondary education department) ... | 2 |
| (c) | Store Keeper ... ... | 1 |
| (d) | Senior Librarian ... ... | 1 |
| (e) | Librarian attendant ... ... | 1 |
| (f) | Clerk-cum-typist (for Regional Training Centre) ... ... | 1 |

3.04.2 After the anticipated departure of the Unesco Chief Technical Adviser, the accountant and the steno-typist, who are working at present under the CTA, should work under the Director, NIE to assist in project activities, in-service training programs, development of curriculum materials. The services of the steno-typist should be made available to visiting consultants as required from time to time. The NIE sees no need to appoint any other additional administrative assistant to look after the activities of the UNESCO/UNDP-assisted project. The Director, NIE feels that the change of the post of the Registrar to the post of Administrative Officer will facilitate the administration and management of NIE.

3.04.3 There are 14 members of teaching staff as follows :

| | | |
|---|---|---|
| (a) | Bhutanese ... ... | 5 |
| (b) | Indian ... ... | 3 |
| (c) | Expatriates ... ... | 5 |
| (d) | UNV ... ... | 1 |
| | Total ... | 14 |

The UNV, Mr. Gargores and Mr. Namgay Dorji (Bhutanese), Mr. N. N. Mandal (Indian) and Mr. R. Pillai (Indian) are teaching English, Dzongkha, Mathematics and Economics respectively on a part time basis. The five expatriate teachers are teaching Chemistry, Physics, Biology, Health and Physical Education, and Educational Psychology. Their contributions are crucial for the success of the B.Ed. program. We recommend that their services be retained for an additional year after their Bhutanese counterparts return from study abroad. This will enable them to acquire adequate experience on the job not only in running the B.Ed. program, but also in contributing towards the success of in-service training programs and development of curriculum materials. This will also facilitate activity-based and enquiry-oriented teaching in NIE and other schools.

3.05 Fellowships

3.05.1 During the interview with Bhutanese staff members and the returned fellows, it became evident that for short-term training it is far more useful to send fellows for training in the region rather than to developed countries where socio-economic, cultural and educational environments are completely different from Bhutan.

3.05.2 In view of the staffing needs at NIE, it is suggested that the provision be made for the following fellowships. These are listed in order of priority :

(i) Mathematics (for the graduates to work for M.A. M.Sc., 3 years graduate, 2 years masters and one year professional)

(ii) Curriculum Development (2 to 3 years)

(iii) Educational Psychology (two years for M.A. in Educational Psychology)

(iv) Library Science (for a senior librarian, 2 years)

(v) English (one year for M.A. English)

(vi) Arts and Crafts with emphasis on graphic design (two year diploma)

(vii) Technical Instructor in the Workshop (two years)

(viii) General Science - Environmental Studies (graduate to go for one year)

(ix) In-service Education (study tours of three months to visit extension centres and Institutes of Education)

(x) Home Science and Nutrition (2 years)

(xi) Physical Education (2 year diploma course)

(xii) Study tours for lecturers in the region (one month)

(xiii) Study tour for the Director (as appropriate) for a period of about two months, September and October 1985)

The team also views short refresher courses for lecturers to be desirable where necessitated by new teaching responsibilities, or the need to upgrade subject matter skills.

3.06 In-service Education Program for weaker subjects like science and mathematics

During the visits of schools and through the structured interviews with those involved in the development of the Bhutanese education system, it was found that the students are not much interested in the study of science and mathematics at primary, secondary and college levels. Even at NIE, not a single student has offered mathematics in the first batch of B.Ed. course. As there is no mathematics teacher at NIE, a part-time teacher from the local secondary school comes three times a week to offer mathematics classes in the B.Ed. first year course. It is, therefore, considered necessary that expatriate mathematics teachers, if Bhutanese are not available, be recruited immediately. They and other science teachers should be involved in developing curriculum materials and running in-service training courses for school teachers in science and mathematics.

3.07 Regional Teacher Centre

It was decided in the last tripartite review meeting that only one Regional Teacher Centre instead of three be established to provide facilities for in-service training of teachers, supervisors and other educational personnel. The centre has now been established at NIE and in early 1984 a lecturer was appointed to serve as co-ordinator. However, he also carries a full teaching load in Principles of Education, Educational Measurement, and Nepali. Understandably he feels that he is not in a position to devote adequate time for visiting schools or for having discussions with teachers in the field. He has already made a good start by visiting about 13 schools and circulating a baseline questionnaire. These days he is busy in compiling data from returned instruments.

It is felt that the B.Ed. course at NIE should be treated as an area of high priority and its limited resources available should not be diverted. The RTC is, however, an important area of NIE activity and should be strengthened as soon as the resources become available. Through the activities at the centre, the in-service training program for weaker subjects like science and mathematics can be encouraged and strengthened.

3.08 Mobile Units

3.08.1

It is understood through the Unesco CTA and others that a mobile unit was planned to facilitate a kind of net work to establish close relationship between three RTCs for exchanging equipment and other educational materials. Although the mobile unit could be very useful for providing links between the RTC at Samchi and schools in neighbouring area, the roads linking Samchi to other schools are so bad that the vehicle supplied for this purpose would not remain in working order even for a short time. It has been decided at NIE to delimit this activity, ~~until~~ adequate resources become available. No doubt two or three RTCs alongwith NIE Samchi centre could provide a network of facilities for inservice training with a region-wide coverage.

3.09 Non-Formal Education

3.09.1

According to the Project Document, the teachers should take over a new role as animators to promote progress in all areas in the community. This would involve creating an awareness of functional literacy requirements and the use of non-formal educational methods and structures whenever feasible. With NIE support, NFE is proposed as a means to make education

more relevant to community needs, and to help avoid alienation from the environment and culture. While this is a very important objective and is in accordance with the latest National Education Policy, it seems to us to be overly ambitious for NIE at this stage of its development. Accordingly some kind of structures and help will have to be provided at NIE and at different centres in the country to enable teachers to make their contribution in this direction. The team recommends that these structures and facilities be considered within the framework of more focused and delimited goals for the NFE activity. Some work is being done in this area by NIE at the local primary school in the evening from 5 p.m. to 7 p.m. Tailoring classes for adults are also organised in the evening. It is suggested that efforts should be continued to make non-formal educational activities a success. The team is impressed with the efforts of the non-formal education teacher to contact civil authorities, medical staff and other agencies in the Sanchi area concerning the possibility of future collaboration in non-formal education.

3.09.2

With the teacher education program for formal schools yet to graduate a class, it is in the NFE activities where the project has made a definite albeit minimal impact at the local and regional levels. NFE clearly has considerable potential for an ever greater impact.

21A

3.10 Management and Administration

3.10.1
With the anticipated departure of the Unesco CTA in June 1985 after more than eight years at Samchi, the new Director will assume full control of the NIE. He will receive into his charge a vital new institution operating at a high level of administrative efficiency and with a fully functioning secondary teacher education program. The team has come to share the new Director's view that a replacement CTA will not be required for the final fifteen months of the project. We also concur with the Director's assessment that Unesco advisory personnel in a strictly professional capacity will be needed for assistance in science and arts for periods of one year and six months respectively. The priority need here will be for professionals capable of integrating the theory and practice of an activity approach in the areas of practice teaching and materials development.

3.10.2
While the project is clearly moving to a successful phase-out of Unesco management inputs, the team recommends that project principals meet in June 1986 to examine possibilities for future UNDP/UNESCO collaboration. If the Government moves ahead with emerging plans for a national university with the faculty of education located at NIE, Samchi, then new project possibilities may be explored.

## 4.0 PRIORITIES AND ACTIVITIES FOR 3/85 TO 6/86

4.01 The Evaluation Team recommends that project priorities for the next 15 months should be redirected towards :

4.01.1 The reorientation and reorganisation of the B.Ed. towards inquiry-oriented and activity-based

instruction. The overriding concern here will be to integrate content and method. The science and arts consultants previously noted and recommended should be selected on the basis of their experience and qualifications to advance this priority.

4.01.2 Inservice education should be the second priority. The need here is to train the co-ordinator, identifying possible resource persons and establish a plan of operation at national level to be implemented first in the local area, then in the region, and eventually on a nation-wide scale.

4.01.3 The third priority should be the audio-visual workshops. This activity will service the on-going B.Ed. program, and the primary and in-service courses. It also has a key role to play in producing and supplying teaching aid materials. It will also support and backstop other equipment in operation at the NIE.

4.02 Related Activities, 3/85 to 6/86

Specific activities of work, that follows from the three foregoing priority areas identified are :

4.02.1 Securing the services of consultants in Science (one year) Arts subjects - History & Geography (6 months) in order of priority.

4.02.2 The need here is not so much for consultants or equipment, but for internal planning. This will involve the Director in concert with the Co-ordinator, resource persons, and the District Education Officer. Resources - except the mobile units - for this activity over the next year are in place. If the planning is effective and inservice activities expand, however, then such additional

resources as increased supporting staff, an assistant co-ordinator, a clerk-cum-typist, and two mobile units, may be required.

4.02.3 Steps needed here will be to secure the services of technical advisers to service the equipment and to train the technicians on the job. A technician from Sony is immediately required to service the language laboratory equipment.

4.02.4 While these are the priorities and related work activities identified as being most in need of attention in the next fifteen months, the new administration at NIE should consider all recommendations made in the preceeding as well. The Department of Education is to be commended on their self-re- assumption of control over the new institution. They will now determine priorities and necessary activities against the realities of a complete integration of the institute into the national life of an awakening Bhutan.

## 5.0 SUMMARY OF RECOMMENDATIONS

5.01 The Mid-Term Evalution Team Recommends:

5.01.1 That the B.Ed. Programm be limited to 3 years as originally planned. The mission of RIE is clearly to supply Bhutanese education with well prepared educators. This central concern should be given more attention and serve as the standard for policy and operations at the Institute.

5.01.2 That the amount for the equipment already purchased and ordered be released immediately. A sum of Nu. 48,125 should be made available to RIE for equipment needed for the current session 1984. A new Requisition No. X should be prepared according to RIE needs following from the plan of work upto June 1985, and on its receipt, UNESCO should take immediate action.

5.01.3 That national candidates should be identified without further delay for fellowship training. In regard to staff, that supporting staff at RIE be augmented.

5.01.4 That in light of continuing science and mathematics deficiencies, additional inservice training and development of curriculum materials are needed. Since there is no full-time mathematics teacher at RIE, two expatriate lecturers in mathematics should be recruitted as soon as possible.

5.01.5 That In-service, RTC, NFE and Teaching Aids Workshop activities be maintained at their present levels with care given that they do not drain resources from the B.Ed. program.